



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

14620 S. Desert Foothills Pkwy, Bldg. #3, Phoenix, AZ 85048

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Janet W. Thor
Schedule : 7:15 AM to 3:45 PM
Grades : Pre-K-5
2004 Enrollment : 740
Web Address : www.kyrene.org
Phone Number : (480) 783-1200
Fax Number : (480) 460-0498
E-mail : jthor@kyrene.org

Mission

Cerritos is committed to providing an environment where students' rights to safety, belonging and learning are protected. Content, resources and methods are integrated to maximize opportunities for learning. Curiosity, ingenuity and a spirit of inventiveness are encouraged and displayed. Self-assessment is encouraged and seen as a tool for the lifelong learning process. The importance of our connections to each other, the community and the world beyond are understood and valued.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase the percentage of students scoring in the proficient range on the District reading assessment.
- ü Increase the writing scores of students using a 4-point rubric and assessing 4 times during the year to monitor progress.
- ü Increase availability and use of technology as a tool to enhance learning by having three grade levels involved in the KTCP program.
- ü Incorporate Second Step training into the already existing Character Counts program to enable students to make good choices regarding behavior.

Enrollment

October 1, 2003 School Year Student Enrollment : 738
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 94

Instructional Programs

- Ü Gifted
- Ü K-3 Reading
- Ü SEI
- Ü Extended Resource
- Ü All-Day Kindergarten
- Ü Special Education PreSchool
- Ü 4-5 Fluency Lab

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Cerritos is committed to a collaborative partnership with parents to provide an excellent education in a safe and supportive environment. The school has and maintains high academic standards for all students at all ability levels. Communication is paramount for the community, there is a monthly school newsletter as well as weekly communication from classroom teachers to parents. Additionally, family handbooks are distributed and parents and community people serve on the Site Council.

Parents

Learning is a partnership. Parents help by attending school functions, communicating frequently with their child's teacher, helping with homework, monitoring their child's progress; volunteering their skills to help improve our school and serving on committees. The PTO is extremely active and supportive of the learning goals and expectations for the students.

Transportation Policy

Transportation is provided for students K-5 who reside within the school attendance area and live more than one mile from school. Transportation is provided for students with disabilities whose Individual Education Plans indicate it is required.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü International Illumination Design Award	1995
Ü Arizona Bioindustries STW Partnership	1998
Ü Arizona Bioindustries STW Partnership	1999
Ü Project Venture Awards	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2007	75509	100	98	100	550	550	521	1	5	13	16	14	23	44	31	33	39	50	31
All Students (Prior Year)	118	1945	75372	97	98	100	534	545	523	4	3	9	19	15	25	42	37	36	36	45	30
Female	55	980	37013	100	98	100	556	552	522	0	4	12	15	14	24	45	31	33	40	51	31
Male	68	1027	38430	100	98	99	545	548	521	2	5	14	17	15	22	42	31	33	39	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	NC	288	30486	NC	97	99	NC	532	505	NC	8	18	NC	21	29	NC	30	32	NC	41	21
Asian/Pacific Islander	NC	170	1780	NC	98	98	NC	573	549	NC	1	5	NC	9	13	NC	27	33	NC	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	102	1375	35192	100	98	99	552	555	534	0	3	8	16	12	19	43	32	35	41	52	39
Students with Disabilities	13	193	9708	100	99	100	509	497	489	0	24	32	38	33	27	50	23	24	13	20	17
Students without Disabilities	110	1814	65801	100	98	98	553	554	525	1	3	11	15	13	23	43	32	34	41	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	256	36411				NC	516	503	NC	10	19	NC	25	29	NC	36	32	NC	28	20
Non-Economically Disadvantaged	121	1751	39040				550	554	534	1	4	8	16	13	19	43	31	34	40	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2005	75492	100	98	100	541	533	519	1	5	12	5	10	16	52	49	47	42	36	24
All Students (Prior Year)	118	1951	75221	97	99	100	532	536	523	3	2	8	9	9	16	65	59	56	23	29	21
Female	55	979	37014	100	98	100	543	536	523	0	4	10	6	8	15	49	48	48	45	40	27
Male	68	1026	38400	100	98	99	539	530	516	2	6	14	5	12	17	54	50	47	40	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	NC	291	30438	NC	98	99	NC	523	508	NC	6	17	NC	14	21	NC	55	47	NC	25	15
Asian/Pacific Islander	NC	167	1773	NC	96	98	NC	546	534	NC	2	4	NC	6	10	NC	38	50	NC	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	102	1374	35177	100	98	99	542	536	528	0	4	8	4	8	13	55	49	49	41	38	31
Students with Disabilities	13	194	9707	100	100	100	509	501	495	0	26	33	29	21	21	57	36	33	14	17	13
Students without Disabilities	110	1811	65785	100	98	98	543	536	522	1	3	10	4	9	16	51	50	49	44	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	258	36302				NC	515	507	NC	12	18	NC	16	21	NC	54	46	NC	18	14
Non-Economically Disadvantaged	121	1747	39164				541	536	528	1	4	8	5	9	13	51	48	48	43	39	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	1993	75053	100	98	99	634	650	597	7	4	7	3	7	12	74	71	72	16	18	9
All Students (Prior Year)	114	1913	73654	93	97	99	539	544	530	4	4	9	7	9	13	80	76	70	9	11	7
Female	55	973	36872	100	97	99	667	682	621	8	3	5	2	3	9	68	70	74	23	24	12
Male	68	1020	38109	100	98	99	607	618	573	6	6	10	5	10	14	79	72	69	10	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	NC	284	30235	NC	95	98	NC	634	575	NC	5	9	NC	8	14	NC	75	70	NC	13	6
Asian/Pacific Islander	NC	166	1768	NC	95	98	NC	711	651	NC	3	3	NC	3	5	NC	57	72	NC	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	102	1373	35028	100	98	99	628	651	613	7	4	6	3	6	10	75	72	73	14	18	11
Students with Disabilities	13	192	9625	100	99	100	495	531	530	14	19	21	14	20	21	71	58	55	0	2	4
Students without Disabilities	110	1801	65428	100	97	98	643	659	604	6	3	6	3	6	11	74	72	73	17	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	257	36077				NC	597	566	NC	10	10	NC	13	16	NC	71	69	NC	7	5
Non-Economically Disadvantaged	121	1736	38950				634	657	618	7	4	5	3	6	9	74	71	73	16	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	2065	76019	99	98	100	550	534	499	2	4	14	13	25	39	15	13	14	71	58	33
All Students (Prior Year)	141	2076	76230	100	97	100	544	528	498	2	3	12	17	25	38	10	13	12	71	60	37
Female	69	989	37207	100	98	100	551	534	499	0	2	12	13	25	41	18	14	14	69	58	33
Male	52	1073	38677	98	98	100	549	535	498	4	5	15	12	25	38	12	12	13	73	59	34
African American	NC	145	3817	NC	97	100	NC	496	475	NC	11	23	NC	43	47	NC	14	11	NC	32	18
Hispanic	NC	294	29458	NC	97	100	NC	513	480	NC	5	20	NC	39	48	NC	14	12	NC	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	--	52	4735	--	100	100	--	505	466	--	15	28	--	35	49	--	13	10	--	38	13
White	110	1403	35880	99	97	100	549	541	515	2	3	7	13	21	32	17	13	16	69	63	45
Students with Disabilities	NC	185	9786	NC	99	100	NC	471	457	NC	25	39	NC	52	40	NC	7	7	NC	16	13
Students without Disabilities	112	1880	66233	99	98	99	553	539	503	1	2	11	11	23	39	15	13	14	73	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	--	278	35714				--	497	480	--	8	20	--	48	47	--	15	12	--	29	20
Non-Economically Disadvantaged	121	1787	40266				550	540	513	2	3	9	13	22	33	15	12	15	71	62	43

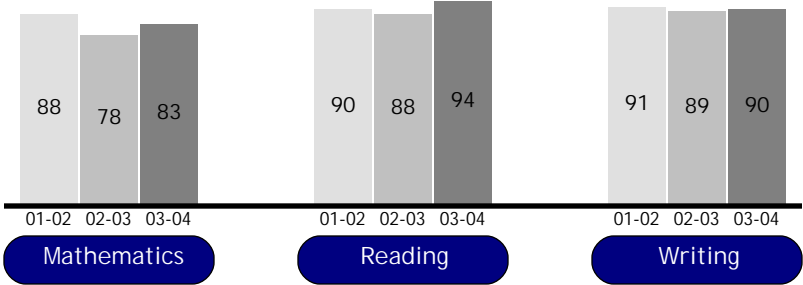
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	2069	76020	99	98	100	531	516	503	3	10	25	14	18	23	53	51	40	30	21	12
All Students (Prior Year)	140	2074	76202	99	97	100	527	519	505	4	6	19	6	16	24	58	56	46	31	23	11
Female	69	992	37213	100	98	100	537	519	504	0	9	22	19	18	23	46	51	42	35	22	13
Male	52	1074	38666	98	98	100	523	513	501	6	12	29	8	18	22	63	50	38	24	20	12
African American	NC	146	3819	NC	97	100	NC	501	494	NC	23	37	NC	26	26	NC	46	31	NC	6	6
Hispanic	NC	294	29442	NC	97	99	NC	506	494	NC	17	37	NC	27	26	NC	42	31	NC	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	--	52	4735	--	100	100	--	510	489	--	22	48	--	24	25	--	45	24	--	8	3
White	110	1405	35890	99	97	100	532	518	511	3	7	15	14	16	20	52	53	48	31	23	18
Students with Disabilities	NC	185	9784	NC	99	100	NC	488	485	NC	48	58	NC	22	19	NC	27	19	NC	2	4
Students without Disabilities	112	1884	66236	99	98	99	533	518	504	1	8	23	14	18	23	53	52	42	32	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	--	278	35703				--	499	494	--	23	37	--	28	26	--	41	31	--	7	6
Non-Economically Disadvantaged	121	1791	40274				531	518	509	3	9	17	14	16	20	53	52	47	30	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2061	75673	98	98	100	602	581	530	3	5	12	7	16	25	76	69	58	14	10	4
All Students (Prior Year)	137	2048	74692	97	96	99	544	528	502	3	6	18	9	19	27	67	60	47	21	15	8
Female	69	990	37099	100	98	100	618	603	548	1	2	8	6	11	22	76	74	64	16	13	6
Male	51	1069	38441	96	97	99	582	561	513	4	6	16	8	21	29	76	66	52	12	7	3
African American	NC	144	3791	NC	96	99	NC	544	506	NC	14	18	NC	20	29	NC	60	50	NC	5	3
Hispanic	NC	293	29305	NC	96	99	NC	561	507	NC	4	16	NC	20	31	NC	70	51	NC	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	--	52	4707	--	100	100	--	521	492	--	8	19	--	27	33	--	63	46	--	2	1
White	109	1403	35760	98	97	99	604	586	550	2	3	9	6	15	21	79	71	64	13	10	6
Students with Disabilities	NC	185	9706	NC	99	100	NC	486	462	NC	24	36	NC	31	32	NC	44	31	NC	2	1
Students without Disabilities	111	1876	65967	98	98	99	608	588	536	2	3	10	5	15	25	78	71	60	15	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	--	277	35541				--	531	504	--	12	17	--	24	31	--	60	50	--	4	2
Non-Economically Disadvantaged	120	1784	40091				602	588	550	3	4	9	7	15	21	76	71	64	14	11	6

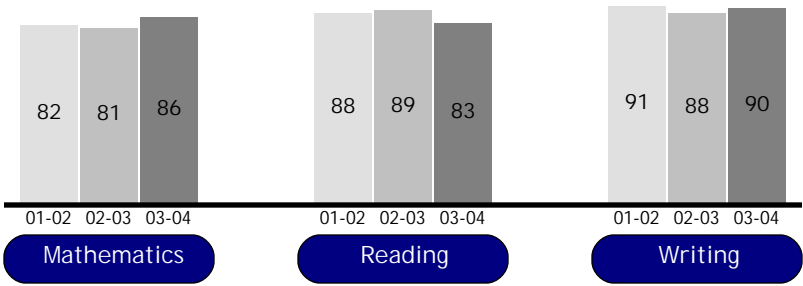
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	53	58	44	92	73	67	50	91	74	NA	58
	Language	98	56	56	39	94	68	60	43	95	69	60	50
	Mathematics	98	77	68	52	97	87	75	57	95	86	76	64
3	Reading	98	65	64	43	99	72	70	47	98	76	NA	55
	Language	98	74	70	50	97	73	72	54	99	80	72	61
	Mathematics	99	70	71	50	96	74	76	54	99	80	78	61
4	Reading	96	76	69	47	97	82	73	52	98	77	NA	56
	Language	97	67	63	45	100	71	65	48	100	67	66	52
	Mathematics	96	80	74	52	99	83	77	57	100	78	78	61
5	Reading	99	76	67	46	98	81	71	50	99	79	NA	55
	Language	99	69	61	43	100	74	65	46	99	71	65	49
	Mathematics	99	84	78	54	100	89	82	57	99	87	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Tax Credit Expenditures
- Ü Parent Community Survey
- Ü School Improvement Plan
- Ü School/Business/Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	44.41
Other Professional Staff	1.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	6	3	0	0
7 to 9 years	5	6	0	0
10 or more years	3	11	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	72
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Networked Classes/Internet Access
- Ü Library
- Ü Computer Labs/wireless capability

Extracurricular Activities

- Ü Student Council
- Ü Choir
- Ü Kids Club
- Ü Young Rembrandts
- Ü Artist-in-Residence
- Ü Tumbling
- Ü Chess Club
- Ü Lunchtime Sports

Social Services

- Ü Afterschool Program
- Ü DARE
- Ü Prevention Programs
- Ü Recreational Activities
- Ü Counseling Groups
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students increased their knowledge and ability levels in math, reading, and writing with the use of differentiated teaching strategies by the staff.
- ü According to the Cerritos' Family Survey, 94.2% of our parents believed that their child's educational needs were being met in the areas of writing, math and science. Additionally, 99% of our parents feel welcome at the school.
- ü Students increased their knowledge of Character Counts and how the value system works. This program was incorporated into the discipline program of the school and there was a decrease in referrals of students.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	6	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	71	58
Grades 3-4	81	84
Grades 4-5	65	76

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Supervision is safety! Doors remain locked, parents must enter through the office, sign in and out, as well as wear a name badge when on campus. Students are always supervised by staff. We meet students each day to become familiar with the parents. Teachers have duty in the morning and afternoon on the playground as well as the crosswalk and parking lot areas. Additionally, they are in the cafeteria during the lunch periods.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Janet W. Thor	(480) 783-1200
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Samantha Heinrich	(480) 783-4054
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	Jeanene Valdez	(480) 783-1200
Student Health/Nurse	Joelle Green	(480) 783-1284

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.